A Service-Driven Approach to Youth Misbehavior

Provider Network Training Session

Milwaukee County Department of Youth and Family Services

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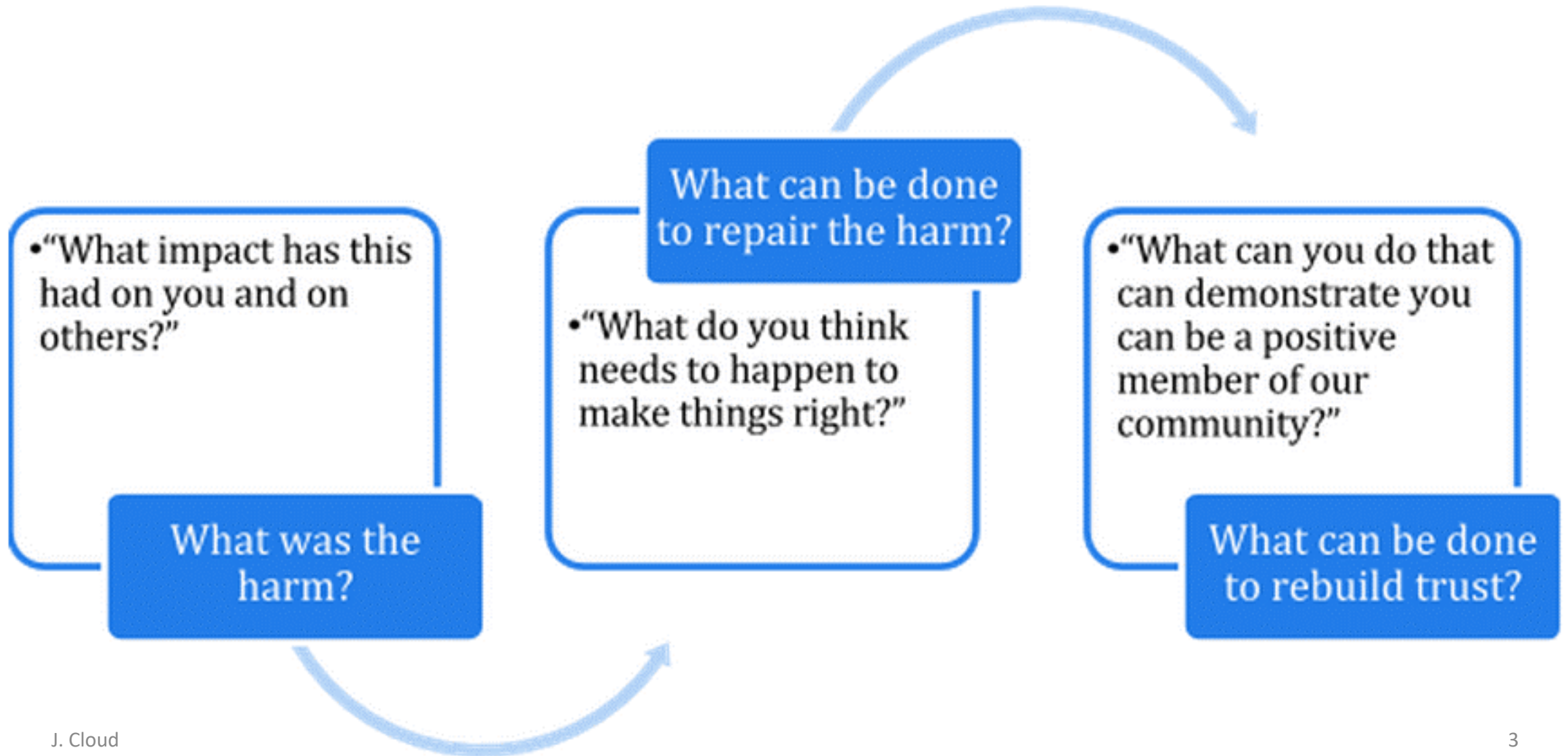
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A Service-Driven Approach Relies on a Restorative Philosophy

- **Accountability Rather Than Guilt**

- **Safety Rather Than Punishment**

- **Development Rather Than Deterrence**

Restorative Rather Than Retributive

- "What impact has this had on you and on others?"

What was the harm?

What can be done to repair the harm?

- "What do you think needs to happen to make things right?"

- "What can you do that can demonstrate you can be a positive member of our community?"

What can be done to rebuild trust?

Erik Erikson's Model of Psychosocial Development

Stages of Development	Developmental Crises	Developmental Tasks	Virtues
Infancy (Age 0-1)	Trust vs Mistrust	Learning to rely on other key people	Hope
Early Childhood (Age 1-3)	Autonomy vs Shame and Doubt	Learning it's okay to be who one is	Will
Preschool Age (Age 3-6)	Initiative vs Guilt	Learning it's okay to take action; to impact things	Purpose
School Age (Age 6-12)	Industry vs Inferiority	Learning one can make it, can succeed	Competence
Adolescence (Age 13-19)	Identity vs Role Confusion	Learning who one is and one's best possible self	Fidelity

Interpreting Behavior and Misbehavior in Light of Development

Developmental Task Addressed by Service Dosage: Learning to rely on other key people.	
Developmental Task Undertaken Well: Behaviors Associated with Trust	**Developmental Task Undertaken Poorly:** Behaviors Associated with Mistrust
▪ Asking for help. ▪ Accepting or receiving help. ▪ Cooperating with others. ▪ Helping others. ▪ Showing empathy toward others. ▪ Standing up for fairness.	▪ Inability to ask for help. ▪ Refusing or misreading offers of help. ▪ Being non-cooperative. ▪ Lack of empathy. ▪ Cheating to get what one wants.

5

Interpreting Behavior and Misbehavior in Light of Development

Developmental Task Addressed by Service Dosage:
Learning it's okay to be who one is.

Developmental Task Undertaken Well: Behaviors Associated with Autonomy	Developmental Task Undertaken Poorly: Behaviors Associated with Shame/Doubt
- Taking action with confidence in self. - Willingness to try new things. - Being persistent, determined; perseverance, grit. - Self-control.	- Lack of confidence. - Fear of failing at new things. - Giving up easily; quitting when a mistake is made.

Interpreting Behavior and Misbehavior in Light of Development

Developmental Task Addressed by Service Dosage:
Learning it's okay to take action; to impact or have an effect on things.

Developmental Task Undertaken Well: Behaviors Associated with Development of Initiative	Developmental Task Undertaken Poorly: Behaviors Associated with Development of Guilt
▪ Being a self-starter; goal-oriented. ▪ Trying things to find out what one can do. ▪ Curiosity, exploration, seeking to discover and know. ▪ Ambitiousness; drive.	▪ Aimlessness. ▪ Hate toward self (i.e., self-harming). ▪ Excessive avoidance of interaction or involvement with others.

Interpreting Behavior and Misbehavior in Light of Development

Developmental Task Addressed by Service Dosage: Learning one can make it, can succeed.	
Developmental Task Undertaken Well: Behaviors Associated with Industry	**Developmental Task Undertaken Poorly: Behaviors Associated with Inferiority**
- Adventurousness. - Getting things done; accomplishing. - Making "one's mark" through participation. - Goal-oriented action.	- Not doing one's work. - Making "one's mark" in non-conventional ways. - Joining non-conventional groups or cliques.

Interpreting Behavior and Misbehavior in Light of Development

Developmental Task Addressed by Service Dosage: Learning who one is and one's best possible self.	
Developmental Task Undertaken Well: Behaviors Associated with Identity	**Developmental Task Undertaken Poorly:** Behaviors Associated with Role Confusion
■ Expressing oneself. ■ Healthy risk-taking. ■ Using one's talents, gifts, special abilities. ■ Engaging in pursuits that express what one feels one should/can do.	■ Withdrawal. ■ Disengagement, "hanging out," excessive non-productive activity ■ Unhealthy risk-taking ■ Delinquent activity

Three Pathways to Disruptive Behavior and Delinquency
(Kelly, Loeber, Keenan, DeLamatre, 1997; OJJDP Research Program on Causes & Correlates of Delinquency)
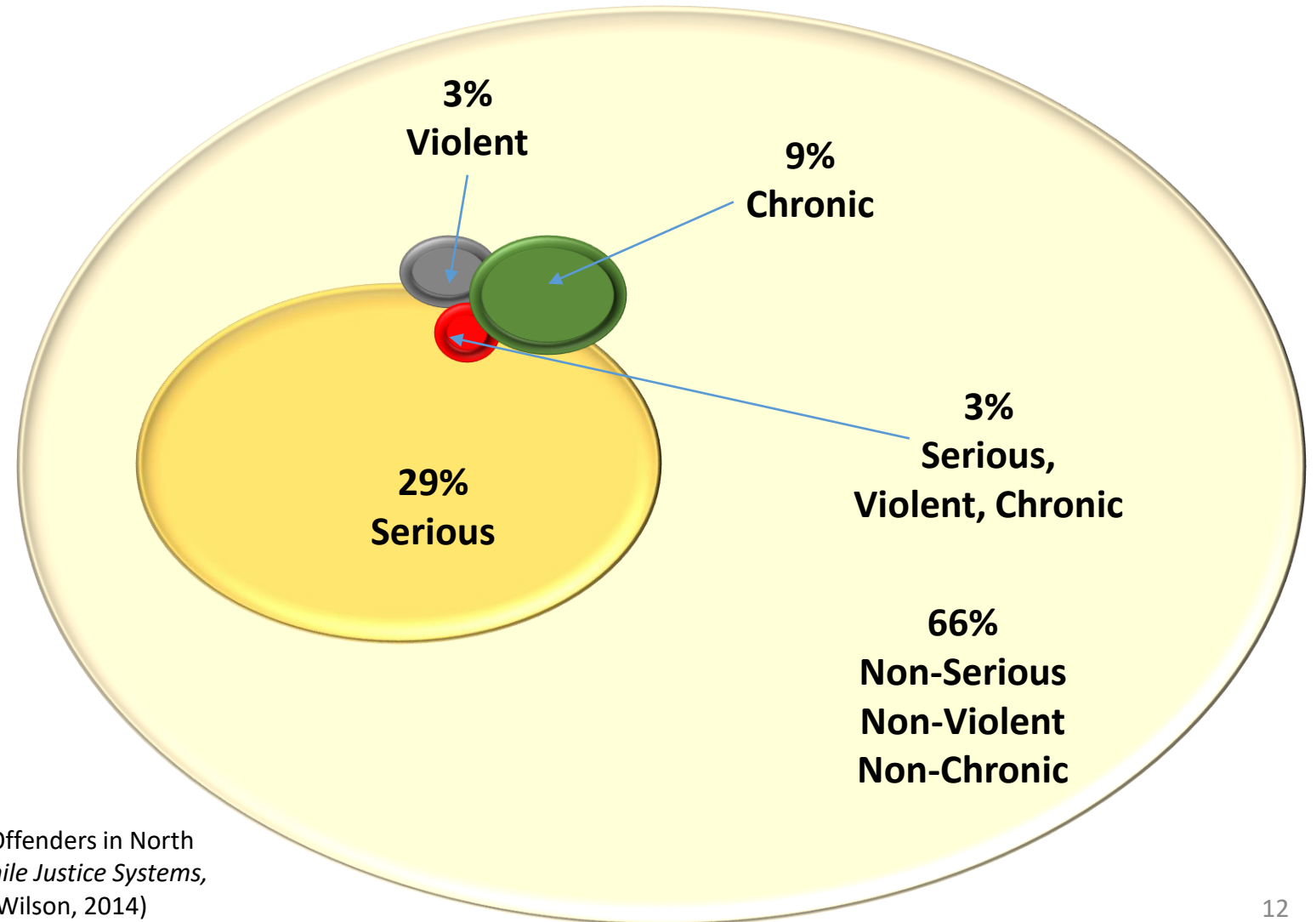
Age of Onset

Late

Violence (rape, attack, strong-arm)

Mod-Serious Delinquency (fraud, burglary, theft)

Physical Fighting (physical fighting; gang fighting)

Property Damage (vandalism, fire-setting)

Minor Aggression (bullying, annoying others)

Authority Avoidance (truancy, running away, staying out late)

Minor Covert Behavior (shoplifting, frequent lying)

Overt Pathway

Covert Pathway

Defiance/Disobedience

Stubborn Behavior

Authority Conflict Pathway (before age 12)

% of Offenders

Few

Early   Many

Developmental Pathways and Behavior Categories

At-Risk Youth		Referred Youth	Delinquent Youth	
Authority Conflict	**Authority Avoidance**		**Covert Offending**	**Overt Offending**
Conduct disorder	Running away		Shoplifting*	Bullying*
Disruptive	Truancy		Theft	Physical fighting*
Disorderly conduct	Curfew violation		Larceny	Gang fighting
Defiant	Underage smoking		Vandalism	Assault
Oppositional	Underage drinking		Burglary	Robbery
Stubbornness	Substance abuse		Vehicle theft	Forcible rape
			Arson	Homicide

*Before Age Twelve
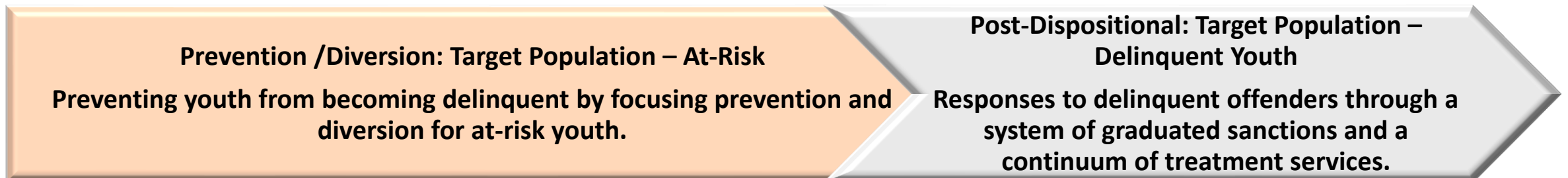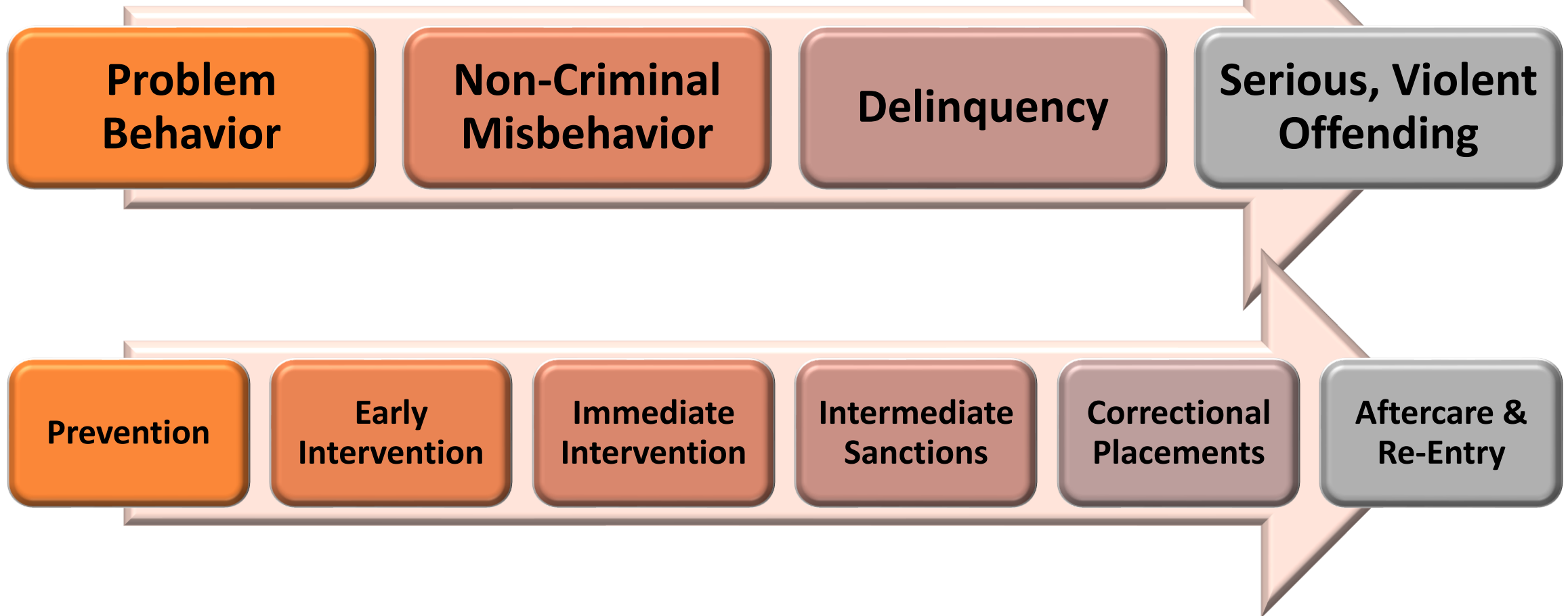
The Three Populations
Distribution of Offense Types Among the Three Populations
Study of 16,512 Youth in North Carolina and Confirmed in Other State Analyses

- **Critical task is diverting the 66% from formal processing.**

- **Adolescence-limited offending.**

- **Life course persistent offending.**

3%
Violent

9%
Chronic

3%
Serious,
Violent, Chronic

29%
Serious

66%
Non-Serious
Non-Violent
Non-Chronic

(Howell, M. Q., 2013, "Serious, Violent, Chronic Offenders in North Carolina," in *A Handbook for Evidence-Based Juvenile Justice Systems*, James I. Howell, Mark W. Lipsey, and John J. Wilson, 2014)

The Service Continuum

Problem Behavior	Non-Criminal Misbehavior	Delinquency	Serious, Violent Offending

Prevention	Early Intervention	Immediate Intervention	Intermediate Sanctions	Correctional Placements	Aftercare & Re-Entry

Prevention /Diversion: Target Population – At-Risk

Preventing youth from becoming delinquent by focusing prevention and diversion for at-risk youth.

Post-Dispositional: Target Population – Delinquent Youth

Responses to delinquent offenders through a system of graduated sanctions and a continuum of treatment services.

(Source: Wisconsin Child Welfare Professional Development System, for Basic Intake Worker Training, 2018)

DYFS's Spectrum of Services

Level 1: No Further Action	Level 2: Diversion	Level 3: Core Services	Level 4: Intensive Services	Level 5: Most Restrictive Services
No Further Action	Community Accountability Panels (CAP)	Consent Decree (CD)	Targeted Monitoring Program	Milwaukee Cty. Accountability Program (MCAP)
Counsel and Close	Community Services (e.g. REACH, FISS, etc.)	Deferred Prosecution Agreement (DPA)	FOCUS Program	Department of Corrections
	Family Initiated Services/Community Services	DYFS Network	DYFS Network	Serious Juvenile Offender
	Deferred Prosecution Agreement (DPA)		Bakari House	Waiver to Adult Court

Risk, Need, and Responsivity
Three Considerations When Planning Services

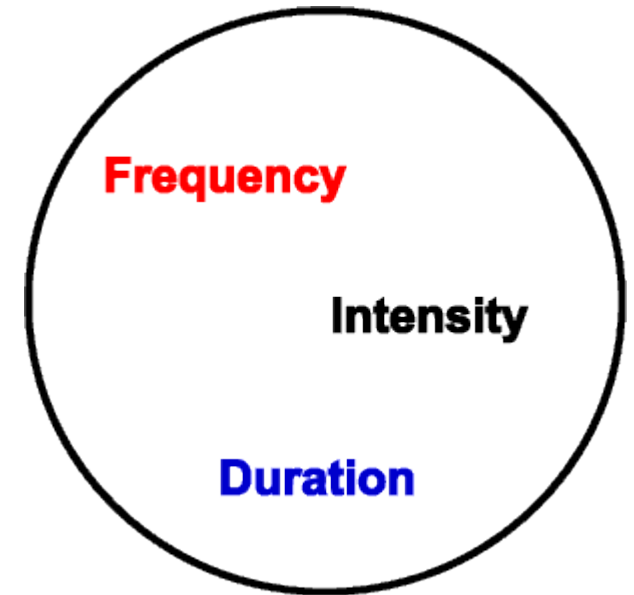- **Risk Principle**

- **Need Principle**

- **Responsivity**

(Andrews and Bonta, 2006, 2010a, 2010b)

Three Assessment Areas
(See Your Resource Packet)

Needs	Risks	Strengths
Basic	Conditions	External
Psychological	Behaviors	Internal
Aspirational	Attitudes	Innate
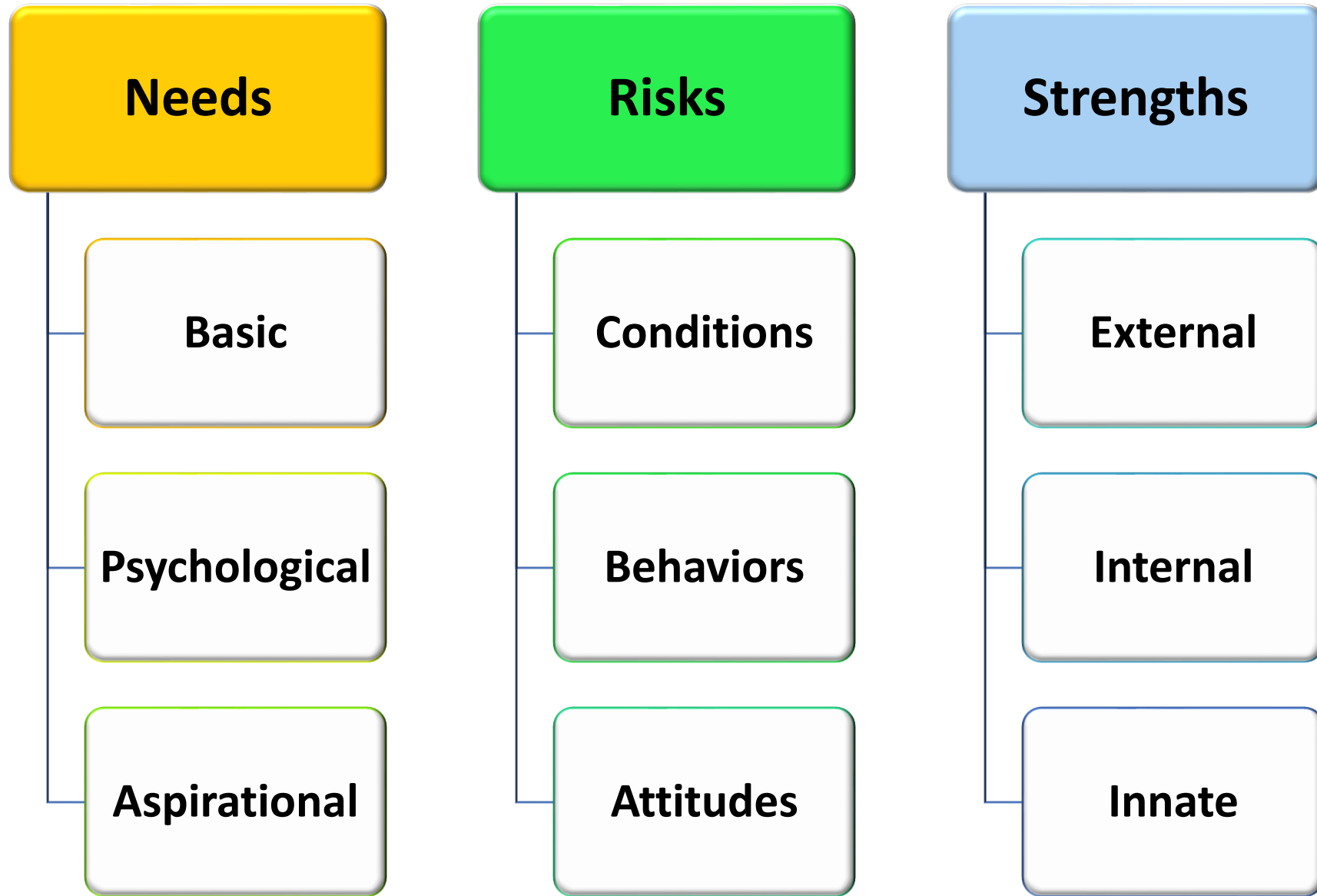
Four Major Features of Effective Youth Justice Programs to Emerge From Lipsey's Meta-Analytic Work

1. **Primary Services: Effectiveness of the main services focus of a program, independent of its use with another intervention.**

2. **Supplemental Services: Adding another service component to the primary service may, but often does not, increase its effectiveness.**

3. **Service Delivery: The amount and quality of service provided, as indicated in service frequency, program duration, and extent of implementation.**

4. **Characteristics of the Youth: Some programs are more effective with high-risk youth than for low risk, and vice versa; others are more effective for older or younger offenders.**

Frequency

Intensity

Duration

(www.shoeweights.com)

(Sharon Casey, "Understanding Young Offenders: Developmental Criminology," *The Open Criminology Journal,* 2011, 4, Suppl., 13-22)

Elements of Service Dosage:
How Services are Provided Really Matters

Service Intensity	Service Frequency	Service Duration
How powerful or forceful or potent does it need to be, considering the causes of harm to well-being and barriers to goal achievement.	How often does the help or service need to happen to counter the harm and overcome barriers (e.g., the frequency of counseling sessions).	How long does receiving the service at the intensity and frequency levels need to take place to counter the harm, change behavior, and foster growth.

18

Service Dosage Group Exercise

1. Individually read case summary provided in your resource package.

2. As a group, identify one to two services represented by individuals in your group that would be appropriate for each youth. Why these services?

3. Specify service dosage for the services that appears appropriate (how intense, how frequent/often, how long/duration).

4. Refer to the list of barriers and identify one or two that your group thinks would need to be overcome in order to ensure that the service dosage is accurately and successfully delivered. How might the barrier(s) be overcome?